

Analysis of the Multimedia Use of Primary Schools

Hendra Nelva Saputra¹, Salim²

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Abstract

Multimedia in learning could make the learning atmosphere more attractive for student attention and student interactions. The objectives of this research were: (1) describe the use of multimedia learning by elementary school teachers in Kendari City; (2) analyze the comparison of the use of multimedia learning in terms of school accreditation by the teacher at elementary school in Kendari City; (3) analyze aspects of obstacles in the use of multimedia learning for elementary school teachers in Kendari City. This research used mixed methods with a sequential exploratory strategy held at the Kendari City Elementary School. The school sample was determined using the random cluster sampling technique selecting 3 schools from 11 sub-districts. Each sub-district took 2 accredited A and non-A public schools and 1 accredited private school so that the total respondents were 66 people. Research data was collected through observation forms and interviews. The results of this research showed that: (1) multimedia learning use by primary school teachers in Kendari City was still good; (2) there was a meaningful comparison of the use of multimedia learning by elementary school teachers in Kendari City in terms of school accreditation; (3) aspects of barriers to the use of multimedia learning by primary school teachers in Kendari City include: (a) teachers' lack competence in IT, (b) teachers' misconceptions about learning multimedia, (c) the lack of support structures and infrastructures, (d) the lack of training on multimedia learning means, (e) the lack of involvement of the educational software used by teachers to support learning activities.

Abstrak

Kata kunci:
Guru;
Multimedia;
Sekolah Dasar

Pemanfaatan multimedia dalam pembelajaran sanggup membuat atmosfer pembelajaran lebih menarik atensi siswa serta interaksi belajar siswa. Tujuan dari riset ini adalah: (1) mendeskripsikan pemakaian multimedia pembelajaran oleh guru sekolah dasar di Kota Kendari; (2) menganalisis perbandingan pemakaian multimedia pembelajaran oleh guru sekolah dasar di Kota Kendari ditinjau dari akreditasi sekolah; (3) menganalisis aspek hambatan dalam pemakaian multimedia pembelajaran untuk guru sekolah dasar di Kota Kendari. Riset ini menggunakan mixed methods dengan strategi eksploratoris sekuensial yang dilaksanakan di Sekolah Dasar Kota Kendari. Penentuan sampel sekolah menggunakan teknik *cluster random sampling* dengan memilih 3 sekolah dari 11 kecamatan dan setiap kecamatan diambil 2 sekolah negeri terakreditasi A dan bukan A dan 1 sekolah swasta terakreditasi, sehingga total responden sebanyak 66 orang. Data penelitian ini dikumpulkan dengan cara lembar observasi dan wawancara. Hasil riset ini menunjukkan bahwa: (1) penggunaan multimedia pembelajaran oleh guru Sekolah Dasar di Kota Kendari masih kurang baik; (2) secara signifikan ada perbandingan pemakaian multimedia pembelajaran oleh guru Sekolah Dasar di Kota

¹ Universitas Muhammadiyah Kendari, Kendari, Indonesia

Email: hendra.nelva@umkendari.ac.id

² Universitas Halu Oleo, Kendari, Indonesia

Email: salim@uho.ac.id

Kendari ditinjau akreditasi sekolah; (3) aspek hambatan pemakaian multimedia pembelajaran oleh guru Sekolah Dasar di Kota Kendari antara lain: (a) rendahnya kompetensi guru dalam bidang IT, (b) miskonsepsi guru terkait multimedia pembelajaran, (c) ketersediaan fasilitas serta prasana pendukung yang kurang, (d) minimnya pelatihan media pembelajaran berbasis multimedia, (e) kurang implikatifnya software- software pendidikan yang digunakan guru untuk pendukung aktivitas pembelajaran.

INTRODUCTION

The advances in technology and information have become a part of life that plays a significant role in education. Technology and information referred to tools and as media that had solved more complex and more dynamic learning problems. Myori et al. (2019) showed that the integration of technology and information into learning leads to students having decisions and responsibilities in the learning process so they could participate in the learning process activity. In order to increase the role and activities of the students in learning, it was necessary to select the appropriate learning media. One of the usable learning mediums was learning multimedia. Praheto, Andayani, Rohmadi & Wardani (2017) explained that multimedia, when identified in learning, could be interpreted as a multimedia application used in learning how to deliver messages in the form of knowledge, skills, attitudes and making decisions, and also could stimulate the student's feelings, attention, and willingness so that the learning process was intentional, purposeful, and controlled.

Multimedia combined text, graphics, animation, video, music, sound/narration, and sound effects used to convey messages or data (Meifiani & Prastyo, 2015). Multimedia combined different media into text, photos, graphics, sound, animation, interactive videos, packaged as digital files (computerized) and used to convey messages to the public (Arsyad & Fatmawati, 2018). According to Firdaus, Damiri & Tresnawati (2012), multimedia was a medium that was easily understood by any group compared to brochure media, considering that multimedia contains the combination of sound, text, animation, photos, and videos. If connected to the field of learning, multimedia means using computers in the design of text, graphics, audio, video, and animation in the form of multimedia learning so that there was a correlation between individuals and the media (Rasyid, Azis & Saleh, 2016).

Multimedia consists of two there were: (1) linear multimedia, namely multimedia that did not contain a user-operated controller; (2) interactive multimedia, namely multimedia that contains a user-operated controller so that the user could freely select the next program content (Daryanto, 2013). Multimedia in learning needed to be interactive to engage students in learning, and learning interactions occur between students and multimedia. According to Leow & Neo (2014), students could be master the concepts well when they use interactive multimedia. Armansyah, Sulton & Sulthoni (2019) revealed an alternative that helped the students understand the concept of interactive multimedia. Interactive multimedia was a solution to students 'limitations in gaining learning experiences, material understanding concepts well, and increasing students' interest in learning (Maharani, Suryani & Ardiyanto, 2018).

The curriculum in 2013 has been included the ability to select multimedia as a skill that the learning actors should have. Multimedia has made learning more dynamic, so teachers needed to be able to use this multimedia so that more creative and effective ideas were used in learning. Interactive learning would make the learning process between the learning media and the students go in two directions (Ramansyah, 2016). Through the use of multimedia, the hope was to create a learning environment that could raise students' attention to better learning.

Preliminary studies in the elementary schools of Kendari City showed that there were still many elementary school teachers who were not fully able to select and use the right multimedia content in the learning classroom. Although there were adequate facilities in schools, teachers could not use multimedia properly. In addition, the multimedia content used is only categorized according to the use of only one medium, namely books, whiteboards and power sockets. It was because the teacher already felt comfortable with the existing media and did not want to innovate for multimedia

learning. However, in line with the development of technology and information, the development of multimedia learning must be able to offer experiences that could renew the understanding of the lesson content

The weakness of primary school teachers in Kendari City in understanding and implementing multimedia learning methods was becoming increasingly apparent compared to several research results on the use of multimedia in primary schools. The study results by Pravitasa & Yulianto (2017) concluded that mastery of concepts and improved understanding of students are affected by the use of interactive multimedia. Bakhtiar's (2018) concluded that multimedia had effectively used in elementary schools in the learning process. In addition, the students also gave good category answers in thematic learning activities with multimedia teaching materials. Purba, Hernawati & Suryadi (2018) explained that interactive media maps and Indonesian cultures had developed to help fourth-grade elementary school students increase their interest in learning. The diversity of the research showed that the use of multimedia in elementary schools could increase student interest, increase student motivation, improve mastery of concepts, and improve student learning outcomes.

The empirical facts of the research above showed the urgency of multimedia use in elementary schools. The results analysis on the use of multimedia in elementary schools would have new effects on science in the form of information that could use as a reference for conducting multimedia training courses for teachers and obtaining multimedia teaching material in elementary schools. This research was urgent as it would provide an overview of the skills of primary school teachers to understand multimedia concepts, design, and create multimedia teaching materials.

Based on the description above, a specific empirical study of multimedia learning in elementary schools in Kendari City is required to provide complete information on multimedia used by the educators in the learning. The objectives of this study were: (1) to describe the use of multimedia learning by primary school teachers in Kendari City; (2) to analyze the differences in the use of multimedia learning by primary school teachers in Kendari City concerning school accreditation; (3) to analyze the limiting factors in the use of multimedia learning for primary school teachers in Kendari City.

METHOD

This study used mixed methods that combined qualitative and quantitative research. According to Creswell (2010), mixed research was a combination of qualitative and quantitative research approaches. The mixed strategy of this research was sequential mixed methods with sequential mixed methods strategy and sequential exploratory strategy. The first phase of this research was to analyze quantitative data on the multimedia learning use by elementary school teachers in Kendari City and the differences of the multimedia learning use by elementary school teachers in Kendari City. The second phase was to analyze the qualitative data related factors that cause the low development of multimedia learning among primary school teachers in Kendari City.

The implementation of this study had conducted in elementary schools in Kendari city that began March to June 2019. The determination of the school sample was using *the cluster random sampling technique* by selecting 3 schools from 11 sub-districts, and each sub-district took 2 public schools accredited A and not accredited A, and 1 accredited private school. After the school had established, respondents had identified by selecting a teacher and the headmaster in each school, so the total number of respondents were 66 peoples.

The research data were collected using observation sheets and interviews. The data in the study is analyzed quantitatively and qualitatively. The quantitative analysis had done by describing the categorization and *inferential* to test the hypotheses. Table 1 showed the categorization of the use of multimedia learning by primary school teachers in Kendari City. The interval and categorization criteria were adopted from the categorization by Salim et al (2020).

Table 1. The Categorization of the Use of Multimedia Learning by Primary School Teachers in Kendari City

No.	Interval	Criteria
1	76% - 100%	Good
2	51% - 75%	Fairly Good
3	26% - 50%	Weak
4	1% - 25%	Poor

Based on quantitative inferential analysis was used to differentiate multimedia learning used by the teacher of primary schools in Kendari City concerning the school accreditation reviewed. Analysis was using an *independent sample t-test*. The data had analyzed by using the SPSS 22 application based on decision making. If the significance value was less than $\alpha = 0.05$ then H_0 was rejected. It means that there was a significant difference in the use of multimedia learning by primary school teachers in Kendari City when seen from school accreditation. The qualitative data analysis used process stages including *editing, classifying, verifying, analyzing, concluding, and recommendation*.

FINDINGS AND DISCUSSION

The use of multimedia learning by primary school teachers in Kendari City concerning the measurement dimensions comprises 4 components, namely: (1) the availability of multimedia learning devices, (2) use of learning media, (3) design of learning media, (4) student understanding of multimedia learning. The respondents' responses to the dimensions of measuring the use of multimedia learning by primary school teachers in Kendari City had presented in table 2.

Table 2. The Use of Multimedia Learning by Primary School Teachers

Aspect	Percentage	Category
The availability of multimedia devices	60,13%	Fair
The use of multimedia learning	40,09%	Weak
The design of multimedia learning	40,23%	Weak
Students understanding with multimedia learning	49,81%	Weak
Total Average	49,24%	Weak

Table 2 above showed that elementary schools in Kendari City have sufficient availability of multimedia learning support devices. However, the primary school teachers encountered problems in using it. It had shown through the data in Table 3 that the use of multimedia learning and multimedia learning design was weak. In general, the multimedia learning of primary school teachers in Kendari City was still weak. Generally, it had influenced by the teacher's inability to understand multimedia concepts, develop multimedia, and operate computers. Salehudin & Sada (2020) explained that multimedia development in practice requires computer expertise to support the multimedia preparation process, the ability to customize the material, student characteristics, and needed with multimedia characteristics thus developed that arouse interest and influence students' motivation to learn.

The results of interviews had found out the reasons for the lack of the use multimedia learning by teachers were: the school still has limited resources and sources of knowledge about the provision of multimedia devices for the creation of technology-based learning media, teachers did not fully understand the concept of multimedia learning and the types of applications used to create educational multimedia, teachers had no technical skills, so it had difficulty to develop multimedia learning for learning purposes in the classroom, most teachers thought that multimedia tools (projector/LCD, internet computer/laptop, sound system) as multimedia learning programs, none

of the teachers had interactive multimedia, and teachers still had linear multimedia like power points and textbooks, and multimedia learning used by linear teachers did not fully help students understand the material.

The result above was in line with Hadijah's (2018) explained problems related to the use of multimedia in learning was the willingness of schools, both facilities and infrastructures that supported the use of multimedia and the willingness of teachers in applying multimedia in the learning process. Setiawan, Asrowi & Suryani (2017) explained factor that influences the use of multimedia include teachers' poor ability to master the technology, regulating the availability of facilities and infrastructure not being well prepared, and the internet network had not been evenly distributed.

The use of multimedia learning by primary school teachers in Kendari City concerning school accreditation were schools with accreditation A and schools with non-accreditation A that had shown in tables 3 and 4 below.

Table 3. The Use of Multimedia Learning by Primary School Teachers in School Accredited A

Aspects	Average	Percentage	Category
The availability of multimedia learning devices	39,13	65,21%	Fairly Good
The use of multimedia learning	33,40	55,67%	Fairly Good
The design of multimedia learning	35,10	58,50%	Fairly Good
Students understanding with multimedia learning	39,63	66,04%	Fairly Good
Total	36,82	60,88%	Fairly Good

Table 3 above showed the use of multimedia learning by primary school teachers in Kendari City for schools with an A accreditation in the “adequate” category. All aspects of the indicators were assessed to indicate a fairly good category.

Table 4. The Use of Multimedia Learning by Primary School Teachers in Non-A Accredited Schools

Aspects	Average	Percentage	Category
The availability of multimedia learning devices	40,25	55,90%	Weak
The use of multimedia learning	33,40	46,39%	Weak
The design of multimedia learning	29,20	40,56%	Weak
Students understanding with multimedia learning	34,88	48,44%	Weak
Total	34,43	47,34	Weak

Table 4 above showed the use of multimedia learning by primary school teachers in Kendari City for schools with non-accreditation A in the weak category. Some aspects of the indicators were in the poor category. Only the availability of learning multimedia devices was in the fair category.

The result showed that the availability of multimedia learning devices was quite good. However, it did not eventually distribute well in schools with non-A accredited, but the problem that arose in the human resources was the teachers. All respondents did not fully understand the concept of multimedia learning, lacked understanding of applications for creating multimedia learning programs.

The test of the differences in multimedia learning use by primary school teachers in Kendari City about school accreditation had carried out with a t-test through an *independent sample t-test*. The test had done when the pre-requisite test of the data normality test and the data homogeneity

test that tested. Statistically, the data were normally distributed and had homogeneous data groups. The results of the analysis had shown in table 5.

Table 5. The Results Analysis of T-Test Using Independent Sample T-Test

T_{count}	Sig (2-tailed)	Result
2,475	0,025	Tolak Ho

The analysis of Table 5 showed that the value of *Sig. (2-tailed)* = 0.025. This value was smaller than $\alpha = 0.05$, so this analysis provided information that there was a significant difference in multimedia learning use for primary school teachers in Kendari City when viewed from the accreditation of schools. These results confirmed that multimedia learning use by elementary school teachers in Kendari City had classified as poor. It means that the cause of the lack of multimedia learning used by teachers in elementary schools in Kendari City was due to the status of the school with non-accreditation A. The result supported by Annisa, Tanjung & Ridwan (2016) claimed that schools with accreditation A have better infrastructure than schools with accreditation B and C. Zulnika (2017) had shown in his research that schools with good accreditation could increase the quality of students' learning.

Based on the interview respondents' results, it had found that several factors limit the use of multimedia learning by primary school teachers in Kendari City, shown in table 6.

Table 6. The Interview Results Related to Factors of Multimedia Learning Use by the Teachers

Valued Aspect	Result of Interview
The availability of multimedia learning	The availability of supporting facilities and infrastructures for multimedia learning application devices became an inhibiting factor Keterbatasan sumber daya manusia/ahli sebagai tempat mencari informasi terkait multimedia pembelajaran
The use of multimedia learning	The competence of the teachers in the technology area was still very low, especially if we look at them in multimedia learning was still lack The lack of training in technology-based learning media, especially in multimedia learning The lack of references and understanding of the concept of multimedia learning by teachers
The design of multimedia learning	The limited knowledge regarding multimedia learning, so most respondents understand the use of projectors/LCD, computers/laptops, the internet could also use as multimedia, but only as a tool to support multimedia learning use.
Students understanding with multimedia learning	The less implicit learning software used by teachers to support learning activities. The application of learning in the classroom was still conventional, and the learning strategies that used technology as a learning resource was still lacking.

The research results on the inhibiting factors in multimedia learning used by teachers in Kendari City showed that many teachers experience this in schools with non-accreditation A. In schools with accreditation A, this limitation factor did not become the predominant part of multimedia use by teachers that support the human resources and quality of the schools. In schools with accreditation A, this limitation factor did not become the predominant part of multimedia use

by teachers that support the human resources and quality of the schools. The results matching with a study by Setyaningsih (2017), explained the connection between the school accreditation status and the quality of schools had increased after the completion accreditation program done. Afriani (2017) also notes in her research found out that the achievement of accreditation had a significant correlation with the educators' productivity. Irawan, Tagela, & Windrawanto (2020), in their study, was carried out the schools which had excellent accreditation had better quality than the schools that had good enough accreditation.

The result of the study provided information for teachers, schools, principals, educational institutions and local government of Kendari City that there were some issues related to the use of multimedia learning by primary school teachers in Kendari City that must consider the provision attention for supporting the facilities, infrastructure, multimedia classrooms and the implementation of multimedia policy that actively used by teachers in the learning process.

CONCLUSION

Based on the results of this study showed that several things related to the use of multimedia learning for elementary school teachers in Kendari City there were: (1) generally, the use of multimedia learning by primary school teachers in Kendari City was still not good, it was due to the low availability of multimedia facilities and infrastructure and the teachers' lack of ability to design materials into multimedia form; (2) there were significant differences in the use of multimedia learning by primary school teachers in Kendari City reviewed from the school accreditation; and (3) there were still several factors hindering the use of multimedia learning by primary school teachers in Kendari City that must be considered related provision attention for increasing the use of multimedia in primary school learning. The suggestions recommended in this study needed a multimedia house in Kendari City that served as a provider of multimedia learning resources used by primary school teachers in Kendari City. Further research could regularly evaluate the use of multimedia learning, considering that multimedia had become one of the learning media needed in the learning age of the 21st century.

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